

# Inspection of The Annunciation RC Junior School

The Meads, Burnt Oak, Edgware HA8 9HQ

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Inspection dates: 17 and 18 October 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are happy, welcoming and thoughtful. The motto 'Be who God wants you to be' is reflected by staff and pupils each day. The religious character of the school is an important part of school life. However, all faiths are celebrated and respected. This helps to ensure that everyone feels safe and is kept safe.

Staff have extremely high expectations of pupils to be the best they can be. Pupils consistently rise to this challenge. They take responsibility for themselves and each other, both academically and in the way they behave. Behaviour is exemplary. Pupils are extremely polite and confident. This is because adults show them how to be caring and supportive.

Pupils learn a broad and ambitious curriculum. They work very hard and produce work of good quality in different subjects. This ensures that they are well prepared for the next stage of their education.

There are numerous opportunities for pupils to take on additional responsibilities, including as prayer leaders, librarians, lunch and class monitors. Pupils represent their school in a range of sports clubs and competitions. Pupils also develop their talents and interests through attending additional activities in art and music.

## **What does the school do well and what does it need to do better?**

The curriculum matches the breadth and ambition of what is expected nationally. In each subject, the important ideas that pupils need to learn have been identified and logically sequenced. This helps pupils to acquire the building blocks they need to access more complex learning later. As a result, all pupils, including those with special educational needs and/or disabilities (SEND), are well supported to know and remember more. For example, in geography, pupils learn about the location and impact of volcanoes and earthquakes. They use this knowledge when learning about life in California.

Teachers are well trained and supported to implement the curriculum with consistency. Their subject knowledge is very strong. Activities are well chosen and match the ambition of the curriculum. Assessment is used effectively. Teachers regularly check what pupils have learned. When they see gaps or mistakes, teachers take steps to correct misconceptions quickly and effectively. Staff have very high expectations of what pupils can achieve. Pupils with SEND are swiftly identified and well supported. Effective adaptations to tasks and activities ensure that these pupils achieve well.

Leaders prioritise reading across the school. The agreed phonics programme is delivered consistently. As a result, pupils develop into accurate and fluent readers. Additional support for those who struggle to read is carefully targeted. Well-trained staff help these pupils effectively to catch up with their peers. Pupils enjoy reading and talk with enthusiasm about how it can ignite their imaginations. Pupils are

encouraged to read books from a range of genres, cultures and time periods. Pupils enjoy accessing the library and other inviting reading spaces around the school. Regular visits to the local library further broaden the range of books pupils read.

Pupils' behaviour is excellent. This is because there is a very strong culture of praise. Pupils actively support one another to demonstrate high levels of respect toward adults and peers. Pupils' attitudes to their learning are consistently positive. Attendance is strong. Leaders swiftly identify those pupils who need additional support to attend school regularly and on time.

Pupils' personal development is of very high quality. Pupils are challenged to engage with views, beliefs and opinions that are different from their own. For example, pupils learn about a range of world faiths in class and through visitors and visits. The curriculum is designed to prepare pupils for life in modern Britain. Pupils learn about the importance of democracy, the rule of law, individual liberty, and mutual tolerance and respect. They are encouraged to reflect on what society would be like without these important attributes.

Through an extensive menu of enrichment activities, the school ensures that the curriculum extends beyond the academic and provides well for pupils' broader development. A detailed programme of visits to wildlife parks, the coast and the theatre enhances the curriculum.

Leaders, including those responsible for governance, provide strong strategic direction. They have worked sensitively to manage recent changes at the school. An accurate understanding of the school's strengths and priorities for further development has ensured that the school continues to go from strength to strength. Staff feel well supported in their roles. Parents and carers are very positive about the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101342
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10289815
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jackie Togher and Michelle Mwangi (Co-chairs)
<b>Headteacher</b>	Jennifer O'Prey
<b>Website</b>	<a href="http://www.theannunciationschools.co.uk/">www.theannunciationschools.co.uk/</a>
<b>Dates of previous inspection</b>	21 and 22 June 2022, under section 8 of the Education Act 2005

## Information about this school

- The current headteacher took up their post in October 2023.
- The school runs a breakfast club and after-school club.
- The school does not currently use alternative provision.
- The school is of Roman Catholic denomination. The last section 48 inspection was in November 2018.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in reading, mathematics, history and music. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- The inspection team scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspectors met with senior leaders, a selection of subject leaders, teachers, and support staff.
- Inspectors met with those responsible for governance, including the co-chairs of the governing body. Inspectors also spoke with representatives from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Una Buckley, lead inspector

His Majesty's Inspector

Paul Campbell

Ofsted Inspector

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